

INSTRUCTIONS FOR THE LANGUAGE CENSUS (FORM R30-LC), SPRING 2000

The Language Census data reported on the form R30-LC are required by federal case law. In addition there remain reporting requirements under Education Code sections 62002 and 62003 (former Education Code sections 52164.2 and 52164.5 and California Code of Regulations, Title 5, Education, sections 4304-4306). The submission of the form R30-LC for each school is a district responsibility and must be completed for all public schools (kindergarten through grade 12) except preschools, juvenile halls, children's centers, adult schools and regional occupational centers. Based on federal case law, charter schools must submit the form R30-LC or comparable data.

Changes: This year, we have made no changes in Parts I through IV. In Part V of the form we have added a row to enter a total for each column and a row to show the grand total of all teachers providing services to English Learner students. We added this feature to emphasize that the number of teachers reported should not be duplicated in columns 00 through 01 and columns 04 through 06. Teachers must be reported only once in Part V. Also in Part V, we have deleted all references to CDE approved District Designated Primary Language Teachers (Option 3).

Return Information: The original of the form R30-LC with data current as of *March 1, 2000*, must be submitted to the Office of the County Superintendent of Schools per their instructions in time for transmittal to the California Department of Education (CDE) on or before April 3, 2000 (see Page 1 of form R30-LC for address). For districts using the new LCDEA, Internet submission is required by April 28, 2000.

Assistance: For questions about data submission call *Deborah Camillo* at (916) 327-0208 or e-mail to dcamillo@cde.ca.gov. For program information, call *David Dolson* at (916) 654-3883 or e-mail to ddolson@cde.ca.gov or *Lauri Burnham* at (916) 654-8787 or e-mail to lburnham@cde.ca.gov.

FREE *** DATA ENTRY SOFTWARE *** FREE

The Language Census data may be submitted to the Department via the Internet from a software application offered by our office. Watch our Internet site for more information at:

<http://www.cde.ca.gov/demographics/lc2000/>

If you choose to submit data via the Internet, this no paper forms will be required.

Completion of the form R30-LC:

If you do not want to utilize the free software available from our office (see page 1 above) and wish to submit the Language Census data on this R30-LC form, please continue:

Check the box on Page of the Form R30-LC if there are no English Learner (EL) students and no Fluent-English Proficient (FEP) students enrolled. Complete the certification and submit this Page 1 of the form only.

Or,

If there are English Learner (EL) and/or Fluent-English Proficient (FEP) students enrolled as of March 1, 2000. Complete the certification on Page 1 and and Parts I through V.

Label: If you are submitting your data on paper, affix the CDE label to the form R30-LC where indicated on Page 1; or if there is no label for a school, see the label instructions enclosed with the labels or contact CDE for assistance.

Certification of Language Census:

Enter the name and phone number of the contact person(s) at the school site (*optional*) and the district contact person (*required if no school site contact identified*) in the space provided. The contact person must be able to verify data entered on the form and to provide assistance if errors or inconsistencies are found with the data.

All forms submitted on paper must be signed; or if the school data are compiled by the district office, a cover letter certifying the accuracy of the data for all schools is acceptable in lieu of a signature on each form.

Part I - English Learner (EL) and Fluent (FEP) English-Proficient Students.

Instructions:

Columns for Primary Language Code and Name:

Enter the language code and language name for each primary language, other than English, spoken by students identified as EL and/or FEP at the school. The primary language codes are on Page 1 of form R30-LC and the last page of these instructions. Enter only the language codes shown on the Primary Language Code list.

If a student reports a primary language other than English and it is not on the list, enter code 99, *Other non-English*. Combine all languages with code 99 on one line only.

Columns 00 through 14 - *Grade Level*:

Enter the number of all identified EL and FEP students by grade level on the corresponding row of their primary language. Total each row and enter the result in Column (14). Enter the grand total of EL and FEP at the bottom of Column 14. Count each student only once. Do not estimate and do not include English-only students. Please do not enter zeros.

Insufficient space:

If there is insufficient space on the form for all the primary languages other than English, spoken by students at the school, you may copy Page 2 and include the copy as an attachment. Please write "Attachment" at the top of the page in red ink.

Definitions:

English Learner (EL) students:

EL students for whom there is a report of a primary language other than English on the state-approved "Home Language Survey" and who, on the basis of the state-approved oral language (grades K-12) assessment procedures and including literacy (grades 3-12 only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Fluent-English-Proficient students (FEP):

FEP students are those whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were initially identified as FEP and students redesignated from EL to FEP). FEP students are reported every year as long as they are enrolled.

Primary Language:

A student's primary language is identified by the "Home Language Survey" as the language first learned; most frequently used at home; or most frequently spoken by the parents or adults in the home. For the purposes of the Language Census, sign language is not identified as a primary language.

Language Code:

A language code is a two-digit number assigned to each primary language identified in California public schools.

Part II - English Learner (EL) Students Instructional Information

Row 01 - Number of English Learner (EL) Students enrolled in Specific Instructional Settings

Instructions:

Report all EL students placed in instructional settings required by Education Code 300-340. Choose the column that most closely describes the placement of EL students. Count each EL student once.

Special Notice: The total number of EL students reported in Column 05 must equal the total number of EL students reported in Part I of the form. If you do not enter the correct number in Column 05, the form will be considered incomplete and may be returned for correction.

Definitions:

Column (00) - *Structured English Immersion (Also referred to as Sheltered English Immersion):*

Classes where EL students who have not yet met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language (EC 305 and 306(a)).

Column (01) - *Alternative Course of Study:*

Classes where EL students are taught English and other subjects through bilingual education techniques or other generally recognized methodologies permitted by law and where the pupils enrolled have been (1) granted a parental exception waiver pursuant to EC 310 and 311; or (2) enrolled in any Alternative Education Program operated under the Superintendent of Public Instruction's waiver authority (EC 58509) when such an alternative for EL students was established specifically to waive one or more sections of EC 300 through 340; or (3) enrolled in a Charter School program which offers any alternative course of study for EL students.

Column (02) - *English Language Mainstream Classroom (with additional and appropriate services) - Students Meeting Criteria:*

Classes where English learners who have met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are

enrolled and provided with additional and appropriate services (EC 305; CCR T5 11301 and 11302).

Column (03) - *English Language Mainstream Classroom (with additional and appropriate services) - Parental Request:*

CCR 11301(b) permits a parent or guardian of an English Learner to request, at any time during the school year, that a child placed in Structured English Immersion be transferred to an English Language Mainstream Classroom and provided with additional and appropriate services. Enter in this column the number of English Learners currently placed in English Language Mainstream Classrooms at the request of their parents.

Column (04) - *Other Instructional Settings:*

Classes or any other instructional setting other than those described in columns (00) through (03) of Part II, Row 01. The instructional settings described in columns (00) through (03) are those explicitly authorized by EC 300-340.

Column (05) - *Total EL:*

The sum of columns 00 through 04; the sum of Row 01.

Row 02 - English Learner (EL) Students Receiving Instructional Services

Instructions:

Report all EL students receiving instructional services who have been placed in the instructional settings reported in Row 01. Choose the column that most closely describes the services received by the EL students. Count each EL student once. The row total must match the total EL reported in Part I and the total in Part II, Row 01.

Special Notice: The total number of EL students reported in Column 06 must equal the total number of EL students reported in Part I of the form. If you do not enter the correct number in Column 06, the form will be considered incomplete and may be returned for correction.

Definitions:

Column (00) - *English Language Development (ELD):*

These are EL students receiving a program of ELD, and no services in columns 01 - 03. ELD is English language instruction appropriate for the student's identified level of language proficiency. It is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD should be provided by teachers reported in Part V.

Column (01) - *ELD and Specially Designed Academic Instruction in English (SDAIE)*:

These are EL students receiving ELD and, at a minimum, two academic subjects required for grade promotion or graduation, taught through Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach used to teach academic courses to EL students in English. It should be designed for non-native speakers of English and should focus on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. These students are not receiving primary language support as described below. SDAIE should be provided by teachers reported in Part V, columns 00 - 01 or Part V, columns 04-06, rows 97 or 98.

Column (02) - *ELD and SDAIE with Primary Language Support*:

These are EL students receiving ELD and SDAIE as described above, with Primary Language Support (L1 support) in at least two academic subject areas. L1 support is instructional support through the student's primary language. It does not take the place of academic instruction through the primary language but may be used in order to clarify meaning and facilitate student comprehension of academic content area concepts taught mainly through English. It may also include oral language development in the student's primary language. L1 support may be provided by credentialed teachers fluent in the student's primary language or by bilingual paraprofessionals (aides) reported in Part V, columns 02 or 03 of the form. The aides should be supervised by a credentialed teacher.

Column (03) - *ELD and Academic Subjects Through the Primary Language (L1)*:

These are EL students receiving ELD and, at a minimum, two academic subjects through the primary language (L1). L1 instruction is (1) for Kindergarten - grade 6, primary language instruction provided, at a minimum, in language arts (including reading and writing) and mathematics, science, or social science; or (2) for grades 7 - 12, primary language instruction provided, at a minimum, in two academic subjects required for grade promotion or graduation. The curriculum should be equivalent to that provided to FEP and English-only students. These students may also be receiving SDAIE as described above. L1 instruction should be provided by teachers reported in Part V, columns 00-01.

Column (04) - *Instructional Services Other than Those Defined in columns 00 through 03*:

EL students provided with an instructional service specifically designed for EL students that does not correspond to one of the descriptions found in columns 00 through 03 of Part II, Row 02.

Column (05) - *Not Receiving any English Learner Services:*

EL students who are not provided with any specialized instructional service, as defined in columns 00 - 04 described above.

Column (06) - *Total EL:*

The sum of columns 00 through 05; the sum of Row 02.

Part III - Students Redesignated

Instructions :

Enter the total number of English Learner (EL) students redesignated as FEP (fluent-English proficient) since the last census (March 1, 1999). Include those who are no longer enrolled at the school (i.e., graduated or moved). These students are redesignated according to the multiple criteria, standards, and procedures adopted by the district and demonstrate English language proficiency comparable to that of average native English speakers.

NOTE: In future years, continue to count these FEP students in Part I if still enrolled in the school.

Part IV - Oral English Proficiency Assessment

Instructions:

This part must be completed if there were EL and/or FEP students reported in Part I. Check *only* one row.

Check Row 01 if the school uses one or more of the state-approved tests listed as part of its initial identification of EL or FEP status.

Check Row 02 only if the school does not use an approved test listed in Row 01.

Check Row 03 if the district has on file a current CDE approved waiver to use an alternative testing procedure.

Default: If no row is checked, CDE will default to Row 02.

Part V - Teachers (*State Authorized*), Teachers in Training and Paraprofessionals (*Aides*)

Instructions:

This part reflects the staffing requirements for services to EL students as described in the *2000-2001 Coordinated Compliance Review (CCR) Training Guide*.

Language of Instruction:

Enter the two digit language code and language name for each language of instruction provided by a teacher and/or paraprofessional (aide) to the EL students reported in Part I and Part II, Row 02 (i.e., do not enter the language Vietnamese if there are no Vietnamese EL students reported in Part I). Refer to the last page of these instructions for language codes and names or Page 1 of the form R30-LC.

General instructions for all columns:

Count each teacher and paraprofessional (aide) only once. Report in whole numbers regardless of full-time or part-time status (no fractions or decimals). If a teacher or aide works at more than one school, report the person at the school in which he or she spends the majority of time providing instruction. If the teacher or aide spends an equal amount of time at more than one site, choose only one site to report the person.

Sub-totals for teachers only: Enter a total for columns 00, 01, 04, 05, and 06 to indicate the total number of teachers for these columns.

Total Teachers: Enter the total number of teachers providing services to English Learner students enrolled in the school (the sum of columns 00 through 01 and columns 04 through 06). Note: a teacher should not be counted more than once in Part V. The Grand total should not represent a duplicate count of teachers.

Caution: If a teacher holds a CTC bilingual, SDAIE or ELD authorization and is not providing services directly to English Learner students at the school, do not report the teacher in Part V.

Report teachers and/or paraprofessionals as follows:

Report teachers providing *Primary Language Instruction* by the primary language in rows 01 - 06 even if they are also providing Specially Designed Academic Instruction in English (SDAIE) and/or English Language Development (ELD).

Report teachers providing SDAIE and ELD in Row 97. Do not report them in Row 97 if you have already reported them in rows 01 - 06.

Report teachers providing SDAIE only in Row 98. Do not report them in Row 98 if you

have already reported them in rows 01 - 06 or row 97.

Report teachers providing ELD only in Row 99. Do not report them in Row 99 if you have already reported them in rows 01 - 06 or rows 97 - 98.

Definitions:

Column (00) - Teachers with a CTC Bilingual Authorization:

Include persons who (1) have valid Commission for Teacher Credentialing (CTC) Bilingual Crosscultural Language and Academic Development (BCLAD) certificates, (2) Bilingual Crosscultural Certificates of Competence (BCC), or (3) other CTC authorization for bilingual education including emergency or sojourn authorizations.

Column (01) - Teachers in Training for a CTC Bilingual Authorization:

Teachers in Training are teachers who, on an interim basis, have been teamed with a bilingual paraprofessional (aide) to meet the primary language instruction staffing need in response to a district shortage of qualified bilingual teachers; or teachers who are documented to have the required language skills of the EL students (i.e., authorized foreign trained teachers providing content instruction in the native language) and not teamed with an aide. Each teacher should have completed or be currently enrolled in training that will qualify him or her for a bilingual certificate issued by the CTC. A description of the training program for these teachers should be included in the district's *Plan to Remedy the Shortage of Qualified Staff* or the most current *Staffing Plan Annual Report*.

Column (02) - Paraprofessionals (aides) teamed with teachers providing primary language instruction reported in column 01:

Report bilingual paraprofessionals (aides) teamed with the teachers in training for the purpose of providing academic instruction through the primary language. These aides should meet district criteria that ensure aides are (1) able to speak, understand, read, and write English and the primary language of the EL students; and are (2) familiar with the cultural heritage of the EL students.

Column (03) - All other Bilingual Paraprofessionals (aides):

Report all other bilingual paraprofessionals (aides) not reported in Column 02. They should be providing primary language instruction or support and meet the same district criteria for aides in Column 02.

Column (04) - Teachers with a CTC SDAIE or ELD Teaching Authorization:

Include teachers who hold a valid regular California teaching credential and (1) who have a valid Crosscultural Language Academic Development (CLAD) or Language Development

Specialist (LDS) certificate issued by the Commission for Teacher Credentialing (CTC); or (2) who hold an ESL supplementary authorization issued by the CTC. Also, include persons holding any of the various bilingual teaching authorizations who are providing ELD only in row 99.

Column (05) - *Teachers with SB1969 Certificate of Completion*

Include teachers who hold an SB1969 certificate of completion of Staff Development.

Column (06) - *Teachers in Training for SDAIE or ELD Teaching Authorization:*

Teachers in Training and who provide SDAIE to EL students, should be enrolled in either CLAD training or SB1969 staff development training with a SDAIE instructional focus. Teachers in training who provide ELD to EL students should be enrolled in either CLAD training, or SB1969 staff development training with an ELD focus for EL students in a self-contained classroom. A description of the training program for these teachers should be included in the districts *Plan to Remedy the Shortage of Qualified Staff* or the most current *Staffing Plan Annual Report*.

LANGUAGE CODE LIST

The following is a list of primary languages and codes used for completing the Language Census form R30-LC in Parts I and V. Only the language codes listed may be reported on the form R30-LC. Please do not enter language codes created for your individual school data systems.

Code 99, *Other non-English* is for primary languages other than English that are not assigned an individual number. Enter the code only once on the form. Combine all students on one row only.

For the purposes of this data collection, sign language is not considered a primary language. Please do not include it on the form.

<u>Code/Language</u>	<u>Code/Language</u>	<u>Code/Language</u>
11 Arabic	24 Hungarian	45 Rumanian
56 Albanian	25 Ilocano	29 Russian
12 Armenian	26 Indonesian	30 Samoan
42 Assyrian	27 Italian	31 Serbian
13 Burmese	08 Japanese	52 Serbo-Croatian
03 Cantonese	09 Khmer (Cambodian)	01 Spanish
36 Cebuano (Visayan)	50 Khmu	46 Taiwanese
54 Chaldean	04 Korean	32 Thai
20 Chamorro	51 Kurdish	57 Tigrinya
39 Chaozhou (Chiuchow)	47 Lahu	53 Toishanese
14 Croatian	10 Lao	34 Tongan
15 Dutch	07 Mandarin (Putonghua)	33 Turkish
16 Farsi (Persian)	48 Marshallese	38 Ukrainian
17 French	44 Mien (Yao)	35 Urdu
18 German	49 Mixteco	02 Vietnamese
19 Greek	40 Pashto	
43 Gujarati	05 Pilipino (Tagalog)	99 Other non-English
21 Hebrew	41 Polish	
22 Hindi	06 Portuguese	
23 Hmong	28 Punjabi	

Note: If there is a language other than English spoken by EL and FEP students at your school in significant numbers to warrant assignment of a language code for that language, please contact CDE at (916) 327-0208 for assistance.